

## Summative Turnaround Principle Rubric

### Turnaround Principle #8- Effective Family and Community Engagement

EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT						
TURNAROUND PRINCIPLE 8		Increase academically focused family and community and engagement.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	<ul style="list-style-type: none"> <li>School climate surveys</li> <li>School focus groups</li> <li>Student and parent handbooks</li> <li>Job description of family/community engagement staff</li> <li>List of family and community engagement activities</li> </ul>	Progress reports and report cards are sent to parents, but there are not systems in place for further engagement.	Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards.	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and other means.	In addition to having family members actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, and report cards, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences)
			Parent surveys are not used. Student/parent feedback is not used as part of the school's improvement efforts.	Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited.	Families and community members are active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decisions accordingly.	Programs and strategies that create supportive, academically-focused relationships between teachers and families are developed, implemented and evaluated for effectiveness. Input on school decisions are solicited and school leaders consider this input when making decisions accordingly.
			Parents only receive additional information about students when they are failing or are in behavioral trouble.	Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	School leaders and faculty teacher families how to use parent portals that provide real-time information on student performance.	Families are engaged in a variety of school activities ranging from celebrations to school leadership councils. School staff and families celebrate student success and recognize the importance of their mutual partnership to increase student learning.

8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	<ul style="list-style-type: none"> <li>School climate surveys</li> <li>School focus groups</li> <li>Student and parent handbooks</li> <li>Job description of family and community engagement staff</li> <li>List of family and community engagement activities and attendance</li> <li>List of advertised student support services, including data on which students are eligible, receiving services and their attendance</li> <li>Family surveys</li> <li>Community provider surveys</li> <li>School guidance plans</li> <li>List of family and community education programs</li> <li>List of outreach programs for families with struggling students</li> </ul>	Organizations and programs exist in the community but there is no formal partnership to serve students in need.	Some struggling students are receiving additional supports from school and community programs.	Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising.	Students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are evident.
			There is no evidence of successfully reducing the barriers and accelerate the academic and personal growth of students.	Support services and organizations are identified in the community.	School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth.	Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive difference for students.
			School staff are not actively seeking additional supports for students in need.	Students in need either self-identify or are identified by an alert adult and are provided with additional supports.	Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	Systems are in place to ensure a coherent approach to selecting, monitoring and evaluating the efficacy of student and family support organizations; and adults in the school are trained to identify early indications of troubling student behavior and are quick to take appropriate action.